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# Introduction

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A MAJOR DILEMMA, one we can no longer afford to ignore, faces all librarians. The dilemma is: How can we optimally integrate the technical and human resources that we manage toward achieving the library's service mission and, at the same time, manage working arrangements and role relationships so that people's needs for self-worth, growth, and development are significantly met in our libraries?

This issue of *Library Trends* addresses itself to this dilemma in various ways. An increasing amount of vigorous, quantitative research in the behavioral sciences provides stable evidence that when emphasis is placed on developing the potential represented by the human resources in organizations, an inevitable by-product is an increase in productivity.<sup>1</sup> The problem dealt with here is to discover to what extent libraries have used personnel development and continuing education as a means of bringing about the full utilization of talent, and of creating an organizational climate conducive to human growth. The intent of the issue, through a professional survey and assessment, is to create an awareness of some of the things that have been done, that are being done, and that are yet to be done. If all the suggestions offered for meeting this challenge have not been as widely accepted into practice as might be wished, it is hoped that this issue will stimulate meaningful action.

This issue of *Library Trends* is (perhaps) unique in that the idea for it was conceived by a committee, two of the presentations were prepared through long hours of discussion and revision by members of the committee, and other members served as readers of the papers. In a very real sense, all of the thirty members of the Staff Development Committee of the Personnel Section of the Library Administra-

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tion Division of the American Library Association, in varying degrees, served as "issue editor." So that communication links can be established between these committee members and readers who may live in their geographical areas and wish to correspond with them, all members and their positions are listed at the close of this introduction.

Perhaps it should also be added that this is but one of the activities of this committee in the area of personnel development and continuing education. Others include: the initiation and implementation of a staff development micro-workshop on the opening day of each ALA annual conference (starting with Detroit in 1970); preparation of the papers from these workshops for publication;<sup>2</sup> initiation of a pilot abstract publication, *Clips and Quotes on Staff Development for Librarians*, which covers applicable literature from other disciplines in the area of personnel development; and, most recently, planning for a series of staff development workshops at six regional library conferences.

The question arises: Why do the members of this committee give so much of their time, energy, and resources to the planning, implementing and evaluating of such projects? It shows their commitment to the belief that increased social responsibility and professional development are demanded of librarians at this time. The committee recognizes the need for improved, dynamic concepts, plans, and programs for the development of the library's most important resource—its personnel. Members of the committee feel, in common with such authors as Bennis,<sup>3</sup> Beckhard,<sup>4</sup> and Walton,<sup>5</sup> that current changing conditions—the knowledge, technology and communication explosions; affluent societies; and values held by youth, ethnic and other minorities—have produced a completely new set of expectations of the contract between employer and employee from those which existed a few years ago. Some values in relation to man and his work place which are becoming increasingly recognized across national, ethnic, and economic boundaries are:

Man has a right to be free and independent.

Man wants to be a whole person in relation to his job—he no longer wants to be just an extension of someone else.

Man should have choices in where he works (he is not bound to any one organization).

If man's needs are in conflict with organization requirements and/or mission, it is relevant and appropriate for him to move toward

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meeting his own needs before he moves toward meeting organization requirements.

It is not only an employer's responsibility to meet survival and security needs (economical and psychological), but also to collaborate actively in meeting individual employee's needs for achievement, self-esteem, and growth.

Power is seen not as a set quantity, but like capital, is susceptible to indefinite growth as it is shared. Participative management is emerging in which administrator and worker share powers of decision on the matters that directly affect the employee in his job situation, not only his welfare, but the use of his talents.

In fact, according to Walton, we are in the midst of a minor social revolution in which "a new equity is being developed which will change the perimeters within which the administrator functions."<sup>6</sup> Today, if managers are not in tune with these new values and expectations, not only will they have difficulty in bringing in new, young talent to their organizations, but they will also find incidence of mid-career employees becoming dissatisfied and wishing to leave for other institutions or occupations. The committee notes with some alarm the recent findings by Robert Presthus in his 1970 study, *Technological Change and Occupational Response: A Study of Librarians*, particularly the discovery that there was only a marginal degree of job satisfaction among the librarian respondents. In fact, fully two-thirds of them indicated that, given another chance, they would not choose librarianship as a profession.<sup>7</sup>

This set of values and conditions raises critical questions for library leaders. For example, how willing are we to consciously work toward a state of human relationships in libraries that will catch up with the state of the development of our hardware? It seems it has become easier to computerize a library than to cope with the employees involved in the process.<sup>8</sup> In the efficient and sometimes clinical environment of some libraries, employees are apt to lose their feeling of personal value in the overall effort of the library to meet its objectives. And that brings us back to the dilemma with which we opened: How can we have efficient knowledge systems that will not have the effect of depersonalizing and dehumanizing personal relationships?

The Staff Development Committee believes it is a matter of high priority for all who manage libraries to find answers to such questions, conditions and issues. That is the reason they have committed their

energies to the work of the committee. That is the reason they have invited qualified leaders to contribute to an issue of *Library Trends* on "Personnel Development and Continuing Education." These authors, in this issue, suggest some approaches to solutions.

Now, without going into very much detail, it will be helpful to review briefly the basic plan of the issue, to note some of the chief points made by its authors, and to identify common concepts and conclusions that seem to emanate from the articles. The organizational plan of this issue centers around three concepts intimately related to the development of the human resources represented in our libraries—personnel development, training, and continuing education. As these terms are defined, the articles related to them will be identified.

The term "personnel development" is equated in this issue with the term "staff development," and refers to effectively meeting the needs for self-worth, growth, satisfaction, and self-realization of all personnel within a library system, while at the same time optimally achieving the library's objectives. As it is used here it is more than a maze of development programs and activities. That is not to say that courses, orientation programs, institutes, and inservice programs are not important, but rather to emphasize that in themselves they do not constitute the total means for the development of a library's human resources. Personnel development is not carried out in a vacuum. It functions in an environment of policies, procedures, standards, and institutional objectives and is intimately related to the style of the management system operative in the library and to organizational structure. Personnel development is fully possible only in an environment which not only permits, but actively encourages individuals to develop their potential. Therefore the first four chapters of the issue deal with conditions and practices which recent research in the behavioral sciences seems to indicate have a direct relationship to the releasing of human energies to accomplish both the library's and the individual's objectives.

The first statement, prepared by Robert Lee, University Chief Librarian, Western Ontario Library, Canada, and his wife, Charlene Swarthout Lee, presents an overview of the nature of the library's personnel planning system which is concerned with the management of *all* the human resources in the library system. As summed up by the authors:

Good personnel planning evolves from the manpower plan, the

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personnel development plan, and the recruitment plan, all of which have systematic in-depth approaches to developing and nurturing human resources. When emphasis is placed on developing the human potential, an inevitable by-product is an increase in productivity. When the individual is a participator in a process integrally related to his own development as a human being, that process illuminates both his contribution to and his interdependence with mankind.

The criterion they offer for measurement of a personnel development plan follows: "success in developing human resources must be considered in terms of the organization's ability to satisfy the personal goals of those persons in the organization."

Since, as the Lees point out, people are the main ingredient in personnel management, the personnel development plan should take into account the information available from motivation research. Motivation is dealt with in the second chapter by Charles Goodman, Associate Dean of the School of Government and Public Administration of American University. He stresses the uniqueness of the individual in the organization, especially his "needs system" as defined by Maslow. Factors and conditions that tend to motivate an individual are discussed: involvement through participation, job enrichment, target-setting conferences, and high performance goals set by the supervisor and the employees.

In the next chapter, Maurice P. Marchant, of the library science faculty of Brigham Young University, reports—from both his own extended research and that available from the behavioral sciences—that participative management and group decision-making have important implications for staff development. Yet, he found that the theory and practices regarding patterns of decision-making in libraries have been largely neglected aspects of library administration. In fact, prior to his research no study of library staff participation had been reported in library literature, and he finds that most books dealing with library administration are still bureaucratically oriented. In his research he has found that university library personnel tend to be more satisfied with opportunities for professional growth under a participative management system. To those who are afraid that managers will lose their influence if they adopt this style, Marchant points out that the group method of decision-making holds the supervisor fully accountable for all decisions and for their execution and results. The supervisor is responsible for building his subordinates into a group

which makes the best decisions and carries them out well. He emphasizes: "Participative management is not the abdicating of responsibility by top management and allowing staff members to do whatever they wish. That pattern is more a description of anarchy. Participative management forces decisions down to the level best suited to determine them by virtue of availability of relevant information and the effect of the decision on the operation."

Evaluation is vital to all programs for personnel development, but, according to Ernest DeProspero of the faculty of the Rutgers Graduate School of Library Service it is a concept and practice which is neither understood nor practiced in a manner which will aid personnel development; in current practice it adheres chiefly to trait methods of performance appraisal, which are generally dehumanizing.

He concludes: "The changing life style so obvious today, as with the clear distrust of authority and power, especially the arbitrary uses of either, calls for some dramatic changes in the way individuals are treated and used in the organization. It would be to the interest of the profession to incorporate rapidly a goals method approach to evaluating personnel. At the very least such an approach would provide great impetus to staff development and growth."

As the personnel development plan is designed to achieve effective utilization of existing staff, it may be found in the process of matching persons to positions that additional training may be necessary for certain personnel based on the identification of their individual needs. The next chapters are concerned with training which, in this issue, is viewed as one means of personnel development, referring more directly to methodology. In the words of Scott, as quoted in the chapter on "Guidelines," "The immediate goals of training aim at improving individual job effectiveness and the climate of interpersonal relations in organizations. By necessity, training must be oriented toward organizational objectives."<sup>9</sup>

The presentation by David Kaser, Director of the Cornell University Libraries, offers a general view of the training subsystem and its elements, the degree to which training is systematically provided for in library systems, and the extent of library resources that are being regularly budgeted for training. His discussion is based on a survey that he conducted of 145 of the largest libraries in the nation late in 1970. He concludes that although the American library community is becoming increasingly aware of the need for training programs for and continuing education of personnel, and that although

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substantial resources are being devoted to the effort, there is no systematic approach being made to the problem; managers are playing an essentially passive role in this area of personnel development.

The next chapter offers a systematic approach to one of the most fundamental concerns of that training subsystem—the development of a library staff effectively interrelating with colleagues and clients and working toward organizational goals. The nature of the need for social interaction skills grows from the fact that the library is a human organization. Findings of applied behavioral science are explored, and a sample model of team building illustrates the methods found by the authors to be most effective in this area. Lawrence Allen and Barbara Conroy have drawn from their extensive experience in conducting institutes, workshops and seminars throughout the country. They have found repeatedly that a staff working smoothly and cooperatively together makes the achievement of both organizational and personal goals more possible.

The following chapter, prepared by members of the Staff Development Committee, presents a model for use by librarians in analyzing and defining basic needs and problems, and in developing the framework for a program of personnel development or continuing education which will facilitate the application of managerial techniques. It is flexible enough so that it can be implemented in any size or type of library or library system, or group of cooperating libraries.

The "Guidelines for Human Resource Development" chapter, also written by the Staff Development Committee, takes the point of view that an individual library system can strengthen its role in the development of human resources by 1) developing from a systems point of view, a philosophy, policies, and programs in the area of human resources development; and 2) making sure they are known and practiced throughout the system.

A considerable portion of this chapter discusses a rationale based on current behavioral science research because the committee believes that the human side of libraries is "all of a piece"—that the theoretical assumptions management holds about the development of its human resources determine the whole character of the library. The human resources approach in action emphasizes the motivation and development of people, high performance goals, participation in problem solving or decision-making, and the encouragement of innovation. It also emphasizes that the extent to which human resources will be developed in any given library system will largely be dependent on



the management perspective and leadership style of the chief administrator, for he, more than anyone else, sets the tone and philosophy of a library. Believing that personnel development and continuing education are shared responsibilities in the profession, the committee makes some suggestions for action to other relevant groups—state and federal agencies, library schools, and professional associations.

Finally, there are three articles on continuing education which, in this issue, is conceived of as being a lifelong process through which individuals maintain themselves as competent people and grow to meet the challenges of change. Continuing education refers to all activities and efforts by the individual to upgrade his knowledge, abilities, competencies or understanding in his work field or specialization. Often the scope of continuing education is divided for the purpose of discussion or study into formal study and informal learning activities. The former category would include formal course work in credit or non-credit courses. The latter would include a wide spectrum of activities such as attending conferences, workshops, professional meetings; reading, writing, and editing; consultation, teaching, and speaking to groups; membership in informal study groups; research participation in inservice, on-the-job training programs, etc.

In a recent paper, Houle has emphasized a concept which is incorporated into the use of the term here. He defines continuing education as "that learning which clearly, in the mind of the learner or teacher, advances from some previously established base to extend and amplify awareness or capacity—and does so during the years of adulthood. . . . In continuing education, as here considered, it is always necessary to look to the immediate situation. Somewhere earlier a base has been established; now that base is being built upon."<sup>10</sup>

Thus, the term "the educational third dimension" seemed an appropriate one for an umbrella heading for our papers on continuing education, for, as explained by James E. Allen, Jr., when he used the phrase as the subject of an address at the Galaxy Conference on Adult and Continuing Education in 1969, it is built on the proposition that education is a lifelong process, and that after basic elementary and secondary education, followed by post-secondary training, there must be concern with a third dimension—the lifelong learning of adults. He emphasized the importance of continuing education when he stated:

We need lifelong learning—that is, the repeated return of the experienced and developed adult to the learning process so that



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new knowledge can continually be applied to living and working. It is increasingly accepted that all workers must be retrained periodically to keep abreast of the knowledge explosion. Experience alone has only limited value in modern work-life. Using knowledge makes change and personal growth inevitable. For knowledge by definition innovates, searches, questions, and changes.<sup>11</sup>

As presented here, a basic philosophy for any continuing education program is the necessity of building into the program a strategy for planned change.

In the first of three articles on continuing education, Mary Gaver reports on her questionnaire to a non-random sample of "librarian achievers" to discover what motivates them toward continuing education activities; to find out the kinds of continuing education that had been most effective with them; and to learn what strategies they would recommend to the young professional just starting his career. In addition to a thorough analysis of the returns to these questions, the author concludes that "current efforts of the associations are fragmented, lacking in continuity, with no culmination but rather a tapering off, and little of sequential learning resulting in many cases. A strong recommendation has been made to the American Library Association for a more structured approach. . . . in this paper, by Rothstein five years ago, and as one of the suggestions derived from Stone's research." It is interesting to note that this same suggestion reappears in the last chapter of this issue.

John Harvey, former Dean of the Drexel Library School which for many years has made a significant contribution in continuing professional education programming for librarians, emphasizes in his article problems inherent in keeping professional librarians up-to-date after their professional degree and suggests approaches to solving these problems. A survey of types of programs is presented along with an innovative list of "Fifteen Ideas for Dissemination."

The final presentation is authored by Peter Hiatt, Director of the Continuing Education Program for Library Personnel for the Western Interstate Commission for Higher Education (WICHE). He opens with several important assumptions: 1) the continuing education of librarians is one of the most important problems facing the profession today; 2) the task of continuing education is not only passing on the wisdom, experience, and knowledge of the past, but it is also preparing librarians for change in themselves and their institutions; 3) ultimately the individual is himself primarily responsible for his own education

and most of his learning efforts must be self-directed; 4) continuing education—formal and informal—is essential for *all* people employed in libraries, not just the “librarians” who constitute the professional segment of the library community; and 5) the fragmented elements of present continuing education programs have not been put together in any pattern.

This brings us to his thesis, that the pieces should be put together in an organized whole through the development of a practical, well organized national plan so that continuing education, utilizing all available methods and technologies, would efficiently meet the life-long learning needs of all library personnel. He suggests that “such experimentation is most likely to occur when a broad, regional view is taken, and seems even more probable on the national level.” As a backdrop to his proposal for a national plan, he describes the work that has been done in WICHE on a regional basis. Not everyone may agree with his particular version of what the national plan should be or with his suggestion that the location of the profession’s national program for continuing education should be within the American Library Association structure, but most would agree with his position that “professional associations and library schools must share responsibility for continuing education.”

In this connection, it should be noted that an idea for another national plan is in the recently published work, *A Study of Needs for Research in Library and Information Science Education*, in which James J. Kortendick suggests as a high ranking priority “A Feasibility Study of a National Program of Continuing Education for Librarians.”<sup>12</sup> This outline proposal differs from Hiatt’s in that it suggests that the problem be initially approached through a study of alternative structures and operational guides by a committee representative of *all* the various interests and segments of the profession concerned with continuing education. The objective as stated is more personalized than Hiatt’s, namely a conceptual and practical plan for provision of equal, coordinated educational opportunities throughout the country for all library personnel who wish to continue their lifetime of learning.

Several conclusions might be drawn from reading at one sitting the articles which make up this issue of *Library Trends*. First, the contributors seem to agree with the forthright statements by Kaser, based on his survey of 145 of the largest libraries in the country, that although there is more concern for and talk about training and continuing education than ever before in the history of librarianship,

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actually not much is being done about it in any organized or concerted way—objectives are not clear, there is a lack of planning (short-range as well as long-range), and there is little evidence of a systems approach to personnel development, training, and continuing education. The reader receives the impression that generally, as concluded by Kaser, library managers take a passive, almost indifferent role toward continuing education.

The issue authors were generally in agreement that the degree to which personnel development and continuing education can be used effectively in any library organization is, to a large extent, dependent on the management perspective of the chief administrator. However, as a group, the authors reported that they had found little evidence in the literature, from the surveys, or from experience up to this point in time to indicate that many chief administrators or managers had: 1) reexamined work and moved it toward being concerned with meeting individual needs for achievement and recognition (as through job enrichment) while at the same time meeting the library objectives, 2) reexamined the organizational structures with a willingness to change them as needed (only one example had been found of a matrix structure with shared responsibility), 3) consciously worked toward building a climate of confidence and trust throughout the library, or 4) experimented with the use of participative decision-making as a means of personnel development or with a goals-oriented approach to personnel evaluation.

On the positive side, however, a number of encouraging signs emerge. The Kaser survey revealed that there are now substantial amounts of funds being used for training and continuing education. There seems to be a growing recognition of the advantages of approaching manpower development from a systems point of view, even though implementation of the concept seems minimal to date. The same would seem to hold true for the use of educational technology in developing training and continuing education programs—conceptually it is recognized as important, but not too many libraries or individuals are making optimal use of the potential, as represented by recent articles in the literature.<sup>13</sup>

But most important of all, it would appear that throughout the profession there is a great awakening to the fact that personnel development and continuing education constitute one of the most urgent problems facing librarianship today and that this realization in itself may provide an impetus to change what Presthus has termed

"the challenge now facing conventional libraries."<sup>14</sup> Indeed from the response to surveys conducted and reported in these chapters, it seems there is realization of the necessity of building into the personnel development plan a strategy for planned change. At least there is evident a willingness and openness to look beyond librarianship to other professions and disciplines for new ideas and innovations. Finally, there seems to be the recognition that proposed change should be based on actual needs—needs of the library personnel and needs of the user (and many of these will relate to the user's continuing education needs).

One of the problems the committee faced in planning this issue was to decide on the breadth or scope possible within the limits of a *Library Trends* issue. There are a myriad of ways to approach such a broad subject as personnel development and continuing education in libraries, and whatever the final decision there are sure to be omissions. To answer questions of omission, a word is in order on them.

First, the content dealt with in the majority of these articles is limited because of the size of the issue and because the emphasis here is on the development of the human resources of the individual as related to the work situation. Basically it is in but one of four areas that Bone and Hartz suggest to librarians in their recent article, "Taking the Full Ride: A Librarian's Routes to Continuing Education";<sup>15</sup> that is, understand the principles of management and make intelligent application of those principles—an area also singled out for priority attention in continuing education programs in other recent studies.<sup>16</sup> The other three areas Bone and Hartz list are communications, the new media, and understanding communities. Judging by the findings from two recent studies, by Presthus<sup>14</sup> and Kortendick and Stone,<sup>17</sup> a fifth would be related to automation and technological change necessary in libraries. The committee feels that the topic, "The Role of Educational Technology in Human Resources Development," is very important, but that to do the subject justice would take another entire issue of *Library Trends*. (The committee has chosen this as the topic for the staff development micro-workshop at the annual ALA Conference in 1972.)

Another area not covered which is being talked and written about by leaders in continuing education is the concept of inter-professional cooperation. The recommendation here by Houle<sup>18</sup> and others<sup>19</sup> is that members of each profession should not act as though they alone had any need to learn and should drop the assumption that their pro-

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cesses are wholly unique. According to Houle such inter-professional efforts to learn would lead to important consequences and provide a whole new range of insights. However, as the intent of a *Library Trends* issue is to learn where we stand in relation to practice, there seemed to be so little evidence of such inter-professional cooperation in continuing education at this time in librarianship that it did not seem to warrant a chapter devoted to it.

A third area not dealt with is a detailed analysis of what the library schools have offered and are offering in continuing education programs, but the committee felt this was beyond the scope of their emphasis, namely the development of the individual in relation to the job situation. This field would also take a whole issue to present adequately. Furthermore it has just been covered in the 1971 study by J. Periam Danton, *Between M.L.S. and Ph.D.*<sup>20</sup>

Finally, a chapter reviewing the literature in personnel development and continuing education seemed in the end not to be necessary because the individual authors in the present issue have covered in their reference lists and bibliographical suggestions most of the research and writing in the field. Also a very complete sixteen-page bibliography is already available in the study cited earlier by Kortendick,<sup>21</sup> and the ERIC Clearinghouse for Library and Information Science is currently preparing an extensive review of related continuing education literature for release in the summer of 1971.

Presthus, in closing his 1970 report on *Technological Change and Occupational Response: A Study of Librarians*, states in the last two paragraphs:

Substantial change often has to be imposed from outside a given occupation or institution, and some of the values of some of our librarians are, as we have seen, somewhat inapposite to demands now impinging upon their field. In this sense, it would be neither surprising nor unusual if the major thrust for automation and systems concepts would have to wait for a new generation of librarians, trained in schools that have fully incorporated the skills and concepts of a new librarianship into their teaching programmes.

Another alternative is that librarianship may by default allow the emerging "information specialist" groups to determine the conditions of participation in the changing library occupation. Certainly this consequence would be one way of accommodating to the existing situation, but it would probably mean the end of librarianship's

aspirations for the independence and prestige that come with professionalization.<sup>22</sup>

In sum, the theme of this issue is: A rapidly changing age is forcing libraries and all the individuals who work in them to attach a new importance to personnel development and continuing education. Its thesis is that to meet effectively the technological change which Presthus states is demanded of conventional libraries, it is necessary at the same time to pay attention to individual needs. If this challenge is not given high and immediate priority and hopes for a productive response to individual as well as institutional needs are not met concurrently, the words of Presthus are apt to have, in future years, a strongly prophetic ring to them.

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